



The New York State Report Card

Accountability and Overview Report 2010–11

New York State Public Schools Report Card

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the state's performance under the State and federal accountability systems, on student performance, and on other measures of performance. Knowledge gained from the report card on the state's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

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Use this report to:

- 1 Get Statewide Profile information.**
This section shows comprehensive data relevant to the state's learning environment.
- 2 Review State Accountability Status.**
This section indicates whether the state made adequate yearly progress (AYP).
- 3 Review an Overview of Statewide Performance.**
This section has information about statewide performance on state assessments in English, mathematics, and science.

Statewide Profile

This section shows comprehensive data relevant to the state's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008–09	2009–10	2010–11
Pre-K	70,625	70,705	71,602
Kindergarten	187,515	195,500	194,996
Grade 1	194,701	203,147	203,361
Grade 2	193,207	198,766	202,290
Grade 3	193,083	198,252	198,985
Grade 4	190,082	201,119	199,156
Grade 5	191,410	198,661	202,218
Grade 6	191,970	200,144	200,626
Ungraded Elementary	56,753	12,341	12,525
Grade 7	197,104	202,504	202,850
Grade 8	202,078	206,594	204,244
Grade 9	235,687	243,046	235,965
Grade 10	223,981	229,796	228,199
Grade 11	194,259	198,752	198,151
Grade 12	185,848	190,333	192,049
Ungraded Secondary	53,589	13,694	14,354
Total K-12	2,691,267	2,692,649	2,689,969

Average Class Size

	2008–09	2009–10	2010–11
Common Branch	22	22	22
Grade 8			
English	22	22	23
Mathematics	22	22	23
Science	23	23	23
Social Studies	23	23	23
Grade 10			
English	23	23	24
Mathematics	22	22	22
Science	22	23	23
Social Studies	23	23	24

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. The state public enrollment includes public school districts, charter schools, NYSED-operated programs, and BOCES programs. Students classified by districts as “pre-first” are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1–6.

Demographic Factors

	2008–09		2009–10		2010–11	
	#	%	#	%	#	%
Eligible for Free Lunch	1,030,575	39%	1,076,162	40%	1,113,485	42%
Reduced-Price Lunch	214,831	8%	207,115	8%	191,118	7%
Student Stability*	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	202,220	8%	204,986	8%	210,567	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	13,027	**	12,900	**	14,052	1%
Black or African American	517,997	19%	515,431	19%	509,349	19%
Hispanic or Latino	571,699	21%	584,725	22%	599,746	22%
Asian or Native Hawaiian/Other Pacific Islander	205,486	8%	214,729	8%	222,685	8%
White	1,374,718	51%	1,353,012	50%	1,328,655	49%
Multiracial	8,340	**	11,852	**	15,482	1%

* Available only at the school level.

** Percentage is less than 1.

Attendance and Suspensions

	2007–08		2008–09		2009–10	
	#	%	#	%	#	%
Annual Attendance Rate	NA	93%	NA	93%	NA	93%
Student Suspensions	143,124	5%	138,829	5%	134,772	5%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

A district's *Annual Attendance Rate* is determined by dividing the district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2008–09	2009–10	2010–11
Total Number of Teachers	223,090	219,333	214,189
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	4%	3%	3%
Percent with Fewer Than Three Years of Experience	9%	6%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	34%	36%	38%
Total Number of Core Classes	547,134	527,876	507,618
Percent Not Taught by Highly Qualified Teachers Statewide	3%	3%	2%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	717,711	711,377	695,498
Percent Taught by Teachers Without Appropriate Certification	4%	3%	2%

Teacher Turnover Rate

	2007–08	2008–09	2009–10
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	21%	22%
Turnover Rate of All Teachers	13%	13%	14%

Staff Counts

	2008–09	2009–10	2010–11
Total Other Professional Staff	32,078	32,749	34,230
Total Paraprofessionals*	67,568	79,270	65,359
Assistant Principals	5,650	5,541	5,426
Principals	4,731	4,775	4,770

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the Housse process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

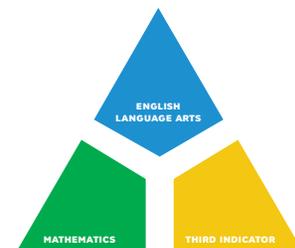
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irs/sirs/>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
 $2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

Summary

On which accountability measures did the state make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✓	✓ ^{SH}
Ethnicity						
American Indian or Alaska Native	✓	✓		✗	✗	
Black or African American	✓	✗		✗	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	✓	✓		✓	✓	
Other Groups						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✗		✗	✗	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ _{8 of 10}	✗ _{7 of 10}	✓ _{1 of 1}	✗ _{3 of 10}	✗ _{4 of 10}	✓ ^{SH} _{1 of 1}

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level English Language Arts

Accountability Measures	8 of 10	Student groups making AYP in English language arts
	X	Did Not Make AYP

How did students in each accountability group perform on elementary/middle-level English language arts accountability?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (1,229,657:1,173,267)	✓	✓	99%	✓	144	121	
Ethnicity							
American Indian or Alaska Native (6,126:5,710)	✓	✓	99%	✓	129	121	
Black or African American (232,042:217,319)	✓	✓	99%	✓	121	121	
Hispanic or Latino (276,155:256,947)	✓	✓	99%	✓	123	121	
Asian or Native Hawaiian/Other Pacific Islander (100,355:94,142)	✓	✓	99%	✓	161	121	
White (607,025:591,930)	✓	✓	100%	✓	159	121	
Multiracial (7,954:7,219)	✓	✓	99%	✓	153	121	
Other Groups							
Students with Disabilities (207,129:204,892)	X	✓	98%	X	89	121	99 100
Limited English Proficient (95,792:114,839)	X	✓	98%	X	98	121	108 108
Economically Disadvantaged (665,187:623,670)	✓	✓	99%	✓	126	121	
Final AYP Determination	X						8 of 10
Non-Accountability Groups							
Female (596,744:570,924)			99%		151	121	
Male (632,913:602,343)			99%		137	121	
Migrant (315:267)			97%		102	115	

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics

Accountability Measures	7 of 10	Student groups making AYP in mathematics
	X	Did Not Make AYP

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (1,229,983:1,179,082)	✓	✓	99%	✓	157	136	
Ethnicity							
American Indian or Alaska Native (6,129:5,731)	✓	✓	99%	✓	144	136	
Black or African American (232,070:217,566)	X	✓	99%	X	132	136	136 139
Hispanic or Latino (276,309:260,126)	✓	✓	99%	✓	141	136	
Asian or Native Hawaiian/Other Pacific Islander (100,439:95,905)	✓	✓	100%	✓	182	136	
White (607,085:592,531)	✓	✓	100%	✓	170	136	
Multiracial (7,951:7,223)	✓	✓	99%	✓	160	136	
Other Groups							
Students with Disabilities (207,128:204,629)	X	✓	98%	X	110	136	116 119
Limited English Proficient (96,000:121,307)	X	✓	99%	X	129	136	134 136
Economically Disadvantaged (665,404:629,108)	✓	✓	99%	✓	143	136	
Final AYP Determination	X _{7 of 10}						
Non-Accountability Groups							
Female (596,890:573,721)			100%		159	136	
Male (633,093:605,361)			99%		156	136	
Migrant (313:278)			98%		123	130	

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Science

Accountability Measures	1 of 1	Student groups making AYP in science
	✓	Made AYP

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010-11 2011-12
Accountability Groups								
All Students (411,025:387,423)	✓	Qualified	✓	98%	✓	177	100	
Ethnicity								
American Indian or Alaska Native (2,020:1,815)		Qualified	✓	96%	✓	171	100	
Black or African American (77,588:70,587)		Qualified	✓	96%	✓	158	100	
Hispanic or Latino (92,027:84,539)		Qualified	✓	97%	✓	162	100	
Asian or Native Hawaiian/Other Pacific Islander (33,425:31,643)		Qualified	✓	99%	✓	185	100	
White (203,492:196,648)		Qualified	✓	99%	✓	190	100	
Multiracial (2,473:2,191)		Qualified	✓	98%	✓	187	100	
Other Groups								
Students with Disabilities (69,214:66,095)		Qualified	✓	95%	✓	150	100	
Limited English Proficient (32,013:37,472)		Qualified	✓	97%	✓	146	100	
Economically Disadvantaged (220,764:203,933)		Qualified	✓	97%	✓	165	100	
Final AYP Determination	✓							1 of 1
Non-Accountability Groups								
Female (199,505:188,783)				98%		178	100	
Male (211,520:198,640)				97%		177	100	
Migrant (89:83)				100%		163	100	

Symbols

- ✓ Made AYP
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts

Accountability Measures	3 of 10	Student groups making AYP in English language arts
	X	Did not make AYP

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (201,005:198,622)	X	✓	99%	X	181	182	182	183
Ethnicity								
American Indian or Alaska Native (862:897)	X	✓	99%	X	172	179	173‡	175
Black or African American (37,249:37,012)	X	✓	99%	X	167	182	169‡	170
Hispanic or Latino (38,649:38,287)	X	✓	99%	X	168	182	169‡	171
Asian or Native Hawaiian/Other Pacific Islander (16,894:16,131)	✓	✓	100%	✓	187	182		
White (106,808:105,803)	✓	✓	99%	✓	190	182		
Multiracial (543:492)	✓	✓	99%	✓	187	178		
Other Groups								
Students with Disabilities (21,318:27,376)	X	✓	97%	X	135	182	139‡	142
Limited English Proficient (9,416:11,867)	X	✓	98%	X	139	182	145‡	145
Economically Disadvantaged (80,905:81,891)	X	✓	99%	X	171	182	173	174
Final AYP Determination	X 3 of 10							
Non-Accountability Groups								
Female (99,992:97,933)			99%		185	182		
Male (101,013:100,689)			99%		177	182		
Migrant (31:34)			100%		165	166		

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did not make AYP
- Fewer Than 40 12th Graders/
Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics

Accountability Measures	4 of 10	Student groups making AYP in mathematics
	X	Did not make AYP

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (201,005:198,622)	✓	✓	99%	✓	182	179	
Ethnicity							
American Indian or Alaska Native (862:897)	X	✓	98%	X	172	176	176‡ 175
Black or African American (37,249:37,012)	X	✓	99%	X	166	179	167‡ 169
Hispanic or Latino (38,649:38,287)	X	✓	98%	X	169	179	170‡ 172
Asian or Native Hawaiian/Other Pacific Islander (16,894:16,131)	✓	✓	99%	✓	192	179	
White (106,808:105,803)	✓	✓	99%	✓	191	179	
Multiracial (543:492)	✓	✓	97%	✓	184	175	
Other Groups							
Students with Disabilities (21,318:27,376)	X	✓	97%	X	137	179	142‡ 143
Limited English Proficient (9,416:11,867)	X	✓	98%	X	159	179	161‡ 163
Economically Disadvantaged (80,905:81,891)	X	✓	99%	X	173	179	174 176
Final AYP Determination	X						
		4 of 10					
Non-Accountability Groups							
Female (99,992:97,933)			99%		185	179	
Male (101,013:100,689)			99%		180	179	
Migrant (31:34)			100%		182	163	

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did not make AYP
- Fewer Than 40 12th Graders/
Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate

Accountability Measures	1 of 1	Student groups making AYP in graduation rate
	✓ ^{SH}	Made AYP

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (221,569)	✓ ^{SH}	✓ ^{SH}	77%	80%	77%
Ethnicity					
American Indian or Alaska Native (1,038)		✗	64%	80%	66%
Black or African American (43,575)		✗	64%	80%	65%
Hispanic or Latino (42,422)		✗	63%	80%	64%
Asian or Native Hawaiian/Other Pacific Islander (16,321)		✓	86%	80%	
White (117,754)		✓	86%	80%	
Multiracial (459)		✓ ^{SH}	79%	80%	72%
Other Groups					
Students with Disabilities (33,749)		✗	49%	80%	54%
Limited English Proficient (13,369)		✗	52%	80%	56%
Economically Disadvantaged (87,483)		✓ ^{SH}	69%	80%	69%
Final AYP Determination	✓ ^{SH}	1 of 1			
Non-Accountability Groups					
Female (108,543)			81%	80%	
Male (113,026)			74%	80%	
Migrant (25)			64%	80%	

Symbols

- ✓ Made AYP
- ✗ Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Summary of 2010–11 Statewide Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	56%			196,575
Grade 4	57%			197,271
Grade 5	54%			200,442
Grade 6	56%			198,287
Grade 7	48%			200,307
Grade 8	47%			201,371

Mathematics

Grade 3	60%			198,667
Grade 4	67%			199,327
Grade 5	66%			202,595
Grade 6	63%			200,292
Grade 7	65%			202,189
Grade 8	60%			203,239

Science

Grade 4	88%			197,303
Grade 8	69%			175,068

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	80%			223,120
Mathematics	81%			223,120

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

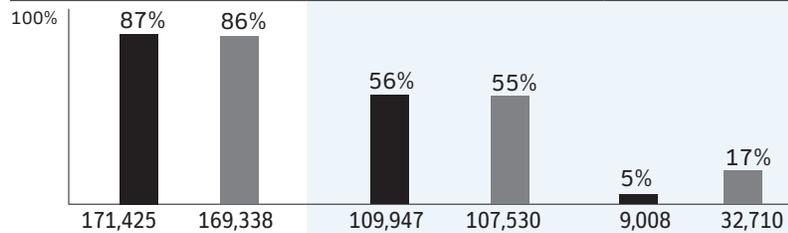
Statewide Results in Grade 3 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
*Range: 644-780	663-780	694-780

2011 Mean Score: 663
2010 Mean Score: 668



■ 2010-11
■ 2009-10

Number of Tested Students:

Results by Student Group

2010-11 School Year

2009-10 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	196,575	87%	56%	5%	196,499	86%	55%	17%
Female	96,066	90%	61%	6%	95,916	88%	58%	19%
Male	100,509	84%	51%	3%	100,583	84%	52%	15%
American Indian or Alaska Native	1,092	82%	46%	2%	966	82%	47%	11%
Black or African American	36,564	80%	39%	1%	37,178	77%	39%	9%
Hispanic or Latino	45,767	81%	42%	2%	43,665	80%	41%	10%
Asian or Native Hawaiian/Other Pacific Islander	16,216	92%	69%	7%	15,262	92%	65%	22%
White	95,331	92%	67%	7%	98,316	92%	65%	22%
Multiracial	1,605	89%	60%	6%	1,112	89%	60%	21%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	167,226	93%	62%	5%	166,506	92%	61%	19%
Students with Disabilities	29,349	56%	19%	1%	29,993	54%	19%	4%
English Proficient	178,459	89%	59%	5%	178,005	88%	58%	18%
Limited English Proficient	18,116	66%	22%	0%	18,494	66%	24%	4%
Economically Disadvantaged	110,235	82%	43%	2%	108,619	80%	43%	10%
Not Disadvantaged	86,340	94%	72%	8%	87,880	93%	69%	24%
Migrant	73	73%	30%	0%	50	70%	30%	8%
Not Migrant	196,502	87%	56%	5%	196,449	86%	55%	17%

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

*These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

2010-11 School Year

2009-10 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2,500	2,309	2,154	1,829	2,515	2,351	2,162	1,786
New York State English as a Second Language Achievement Test (NYSESLAT) [†] : Grade 3	1,629	N/A	N/A	N/A	1,975	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	1,656	N/A	N/A	N/A	2,012	N/A	N/A	N/A

[†] These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Statewide Results in Grade 3 Mathematics

NY State Public

Percentage scoring at level(s):

2-4

3-4

4

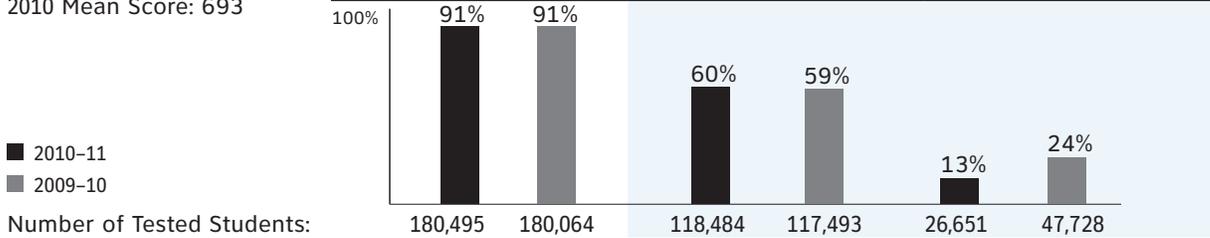
2011 Mean Score: 687

2010 Mean Score: 693

*Range: 662-770

684-770

707-770



Number of Tested Students:

Results by Student Group

2010-11 School Year

2009-10 School Year

Student Group	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	198,667	91%	60%	13%	198,665	91%	59%	24%
Female	97,079	91%	59%	12%	96,894	91%	59%	24%
Male	101,588	90%	60%	14%	101,771	90%	59%	24%
American Indian or Alaska Native	1,102	88%	51%	8%	976	88%	47%	16%
Black or African American	36,758	84%	43%	6%	37,425	83%	42%	13%
Hispanic or Latino	46,821	87%	47%	6%	44,688	87%	48%	16%
Asian or Native Hawaiian/Other Pacific Islander	16,780	96%	80%	29%	15,997	96%	79%	43%
White	95,598	95%	69%	17%	98,458	95%	68%	29%
Multiracial	1,608	91%	59%	15%	1,121	91%	61%	25%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	169,256	94%	65%	15%	168,567	94%	65%	27%
Students with Disabilities	29,411	71%	28%	3%	30,098	70%	28%	7%
English Proficient	178,627	92%	63%	15%	178,015	92%	62%	26%
Limited English Proficient	20,040	78%	33%	3%	20,650	78%	36%	10%
Economically Disadvantaged	112,086	87%	48%	8%	110,548	86%	49%	17%
Not Disadvantaged	86,581	96%	74%	21%	88,117	96%	72%	32%
Migrant	76	76%	24%	3%	57	75%	26%	0%
Not Migrant	198,591	91%	60%	13%	198,608	91%	59%	24%

NOTE

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Other Assessments

2010-11 School Year

2009-10 School Year

Assessment	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2,500	2,468	2,275	1,692	2,518	2,487	2,202	1,536

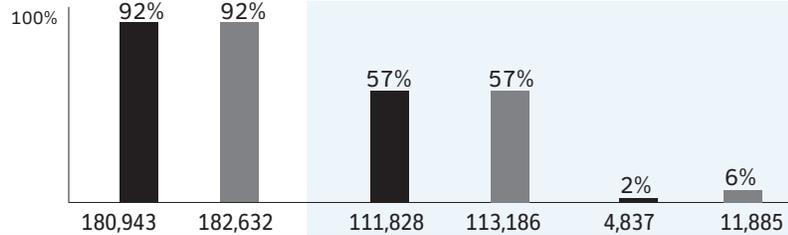
Statewide Results in Grade 4 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
*Range: 637-775	671-775	722-775

2011 Mean Score: 672
2010 Mean Score: 673



Number of Tested Students:

180,943 182,632 111,828 113,186 4,837 11,885

Results by Student Group

2010-11 School Year

2009-10 School Year

Student Group	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	197,271	92%	57%	2%	199,423	92%	57%	6%
Female	96,394	94%	61%	3%	97,283	93%	61%	7%
Male	100,877	90%	52%	2%	102,140	90%	53%	5%
American Indian or Alaska Native	968	90%	46%	1%	938	90%	45%	4%
Black or African American	36,953	87%	41%	1%	37,731	85%	37%	2%
Hispanic or Latino	44,942	88%	44%	1%	42,742	87%	40%	2%
Asian or Native Hawaiian/Other Pacific Islander	15,707	95%	71%	5%	16,324	96%	72%	13%
White	97,290	95%	66%	3%	100,694	95%	69%	8%
Multiracial	1,411	93%	60%	5%	994	95%	63%	7%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	166,146	96%	64%	3%	168,116	96%	64%	7%
Students with Disabilities	31,125	68%	18%	0%	31,307	68%	19%	1%
English Proficient	181,033	93%	60%	3%	183,085	93%	60%	6%
Limited English Proficient	16,238	74%	20%	0%	16,338	75%	20%	0%
Economically Disadvantaged	109,551	88%	44%	1%	108,403	87%	43%	3%
Not Disadvantaged	87,720	96%	72%	4%	91,020	97%	74%	10%
Migrant	46	70%	30%	0%	54	87%	31%	2%
Not Migrant	197,225	92%	57%	2%	199,369	92%	57%	6%

NOTE

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Other Assessments

2010-11 School Year

2009-10 School Year

Assessment	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2,804	2,631	2,389	1,980	2,585	2,425	2,165	1,754
New York State English as a Second Language Achievement Test (NYSESLAT) [†] : Grade 4	1,640	N/A	N/A	N/A	2,084	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	1,668	N/A	N/A	N/A	2,112	N/A	N/A	N/A

[†] These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Statewide Results in Grade 4 Mathematics

NY State Public

Percentage scoring at level(s):

2-4

3-4

4

2011 Mean Score: 688

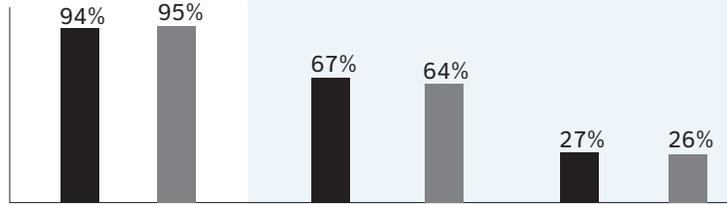
2010 Mean Score: 687

*Range: 636-800

676-800

707-800

100%



■ 2010-11

■ 2009-10

Number of Tested Students:

188,125

190,833

132,840

128,650

53,242

51,834

Results by Student Group

2010-11 School Year

2009-10 School Year

Student Group	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	199,327	94%	67%	27%	201,634	95%	64%	26%
Female	97,409	95%	67%	26%	98,304	95%	63%	25%
Male	101,918	94%	66%	27%	103,330	94%	64%	26%
American Indian or Alaska Native	977	93%	57%	18%	942	93%	54%	16%
Black or African American	37,166	90%	48%	13%	37,968	90%	45%	12%
Hispanic or Latino	46,022	92%	55%	16%	43,740	92%	51%	15%
Asian or Native Hawaiian/Other Pacific Islander	16,285	98%	85%	51%	17,162	98%	83%	50%
White	97,461	97%	76%	33%	100,822	97%	73%	31%
Multiracial	1,416	95%	66%	29%	1,000	96%	66%	27%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	168,154	97%	73%	31%	170,285	97%	70%	29%
Students with Disabilities	31,173	78%	31%	6%	31,349	80%	29%	6%
English Proficient	181,141	95%	69%	29%	183,040	96%	67%	27%
Limited English Proficient	18,186	84%	39%	8%	18,594	85%	36%	8%
Economically Disadvantaged	111,381	92%	56%	18%	110,364	92%	53%	18%
Not Disadvantaged	87,946	98%	80%	38%	91,270	98%	77%	36%
Migrant	47	85%	32%	4%	56	93%	38%	5%
Not Migrant	199,280	94%	67%	27%	201,578	95%	64%	26%

NOTE

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*These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

2010-11 School Year

2009-10 School Year

Assessment	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2,801	2,772	2,454	1,759	2,584	2,553	2,223	1,475

Statewide Results in Grade 4 Science

NY State Public

Percentage scoring at level(s):

2-4

3-4

4

2011 Mean Score: 81

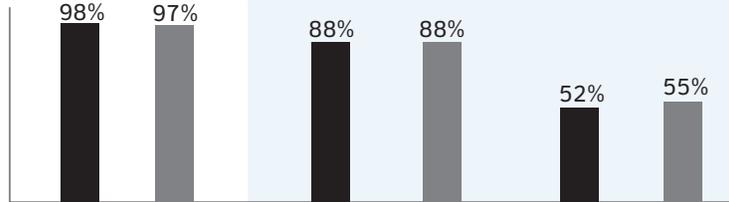
2010 Mean Score: 82

*Range: 45-100

65-100

85-100

100%



■ 2010-11

■ 2009-10

Number of Tested Students:

192,679

195,317

174,517

177,201

102,867

109,296

Results by Student Group

2010-11 School Year

2009-10 School Year

Student Group	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	197,303	98%	88%	52%	200,463	97%	88%	55%
Female	96,462	98%	89%	52%	97,825	98%	89%	54%
Male	100,841	97%	88%	52%	102,638	97%	88%	55%
American Indian or Alaska Native	965	97%	86%	43%	938	98%	86%	47%
Black or African American	36,635	96%	80%	33%	37,603	95%	79%	35%
Hispanic or Latino	45,521	96%	81%	37%	43,429	96%	81%	38%
Asian or Native Hawaiian/Other Pacific Islander	16,184	98%	93%	66%	17,130	98%	92%	68%
White	96,609	99%	94%	64%	100,369	99%	95%	67%
Multiracial	1,389	99%	92%	57%	994	98%	92%	59%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	166,670	99%	92%	58%	169,498	98%	92%	60%
Students with Disabilities	30,633	93%	71%	23%	30,965	92%	70%	25%
English Proficient	179,317	98%	91%	56%	182,028	98%	91%	58%
Limited English Proficient	17,986	90%	64%	17%	18,435	89%	65%	20%
Economically Disadvantaged	109,986	96%	83%	39%	109,465	96%	82%	40%
Not Disadvantaged	87,317	99%	96%	69%	90,998	99%	96%	71%
Migrant	47	96%	81%	28%	57	95%	75%	28%
Not Migrant	197,256	98%	88%	52%	200,406	97%	88%	55%

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

2010-11 School Year

2009-10 School Year

Assessment	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2,798	2,663	2,588	2,252	2,575	2,512	2,435	2,025

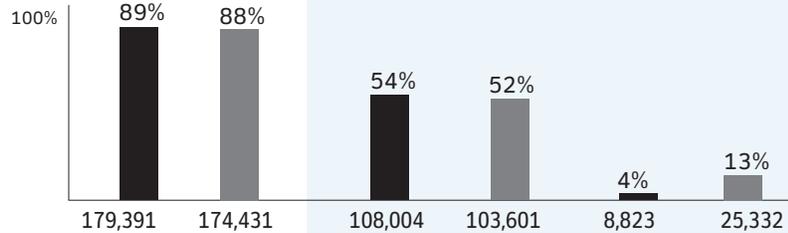
Statewide Results in Grade 5 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
*Range: 648-795	668-795	700-795

2011 Mean Score: 668
2010 Mean Score: 672



Number of Tested Students:

179,391 174,431 108,004 103,601 8,823 25,332

Results by Student Group

2010-11 School Year

2009-10 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	200,442	89%	54%	4%	197,372	88%	52%	13%
Female	97,880	92%	58%	5%	96,055	91%	57%	16%
Male	102,562	87%	50%	3%	101,317	86%	48%	10%
American Indian or Alaska Native	962	85%	40%	3%	919	86%	40%	7%
Black or African American	37,399	83%	37%	2%	37,843	81%	36%	6%
Hispanic or Latino	44,156	85%	40%	2%	41,965	82%	39%	7%
Asian or Native Hawaiian/Other Pacific Islander	16,830	94%	71%	10%	15,194	94%	70%	25%
White	99,739	93%	63%	5%	100,582	93%	62%	16%
Multiracial	1,356	90%	59%	6%	869	91%	58%	15%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	168,455	95%	61%	5%	165,573	94%	59%	15%
Students with Disabilities	31,987	61%	16%	0%	31,799	60%	17%	2%
English Proficient	186,617	91%	57%	5%	184,262	90%	55%	14%
Limited English Proficient	13,825	64%	13%	0%	13,110	63%	15%	1%
Economically Disadvantaged	109,231	85%	42%	3%	105,847	83%	40%	8%
Not Disadvantaged	91,211	95%	69%	7%	91,525	95%	67%	19%
Migrant	42	81%	33%	2%	55	67%	29%	0%
Not Migrant	200,400	89%	54%	4%	197,317	88%	52%	13%

NOTE

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Other Assessments

2010-11 School Year

2009-10 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2,696	2,593	2,430	1,727	2,615	2,522	2,352	1,612
New York State English as a Second Language Achievement Test (NYSESLAT) [†] : Grade 5	1,631	N/A	N/A	N/A	2,041	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1,664	N/A	N/A	N/A	2,077	N/A	N/A	N/A

[†] These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Statewide Results in Grade 5 Mathematics

NY State Public

Percentage scoring at level(s):

2–4

3–4

4

2011 Mean Score: 686

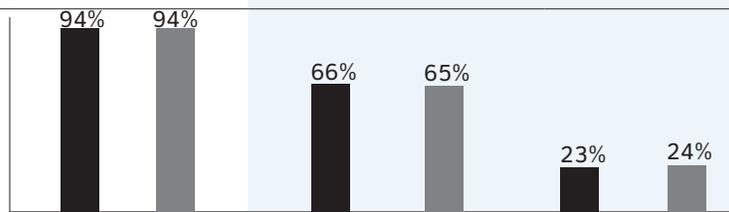
2010 Mean Score: 685

*Range: 640–780

676–780

707–780

100%



■ 2010-11

■ 2009-10

Number of Tested Students:

190,775

187,340

134,246

128,982

47,560

47,612

Results by Student Group

2010-11 School Year

2009-10 School Year

Student Group	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	202,595	94%	66%	23%	199,507	94%	65%	24%
Female	98,882	95%	67%	23%	97,051	94%	65%	24%
Male	103,713	94%	66%	24%	102,456	93%	65%	24%
American Indian or Alaska Native	971	91%	53%	13%	927	93%	55%	13%
Black or African American	37,585	90%	49%	10%	38,088	89%	46%	11%
Hispanic or Latino	45,230	91%	55%	14%	43,040	91%	53%	15%
Asian or Native Hawaiian/Other Pacific Islander	17,411	97%	85%	49%	15,909	97%	84%	47%
White	100,037	97%	75%	29%	100,668	97%	74%	29%
Multiracial	1,361	94%	66%	25%	875	95%	64%	24%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	170,564	97%	73%	27%	167,625	97%	71%	27%
Students with Disabilities	32,031	78%	31%	5%	31,882	77%	29%	5%
English Proficient	186,845	95%	69%	25%	184,236	95%	67%	25%
Limited English Proficient	15,750	81%	34%	6%	15,271	81%	34%	7%
Economically Disadvantaged	111,104	92%	56%	16%	107,747	91%	54%	17%
Not Disadvantaged	91,491	97%	79%	33%	91,760	97%	78%	32%
Migrant	46	89%	48%	9%	59	83%	39%	2%
Not Migrant	202,549	94%	66%	23%	199,448	94%	65%	24%

NOTE

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Other Assessments

2010-11 School Year

2009-10 School Year

Assessment	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2,702	2,622	2,460	1,819	2,612	2,521	2,377	1,649

Statewide Results in Grade 6 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

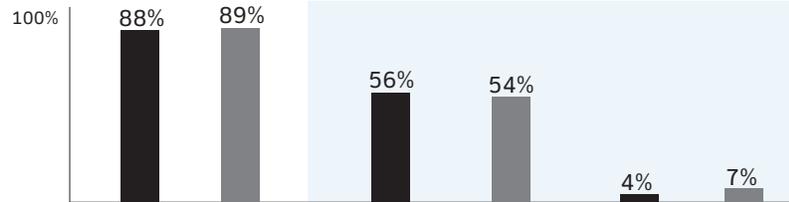
2011 Mean Score: 663

2010 Mean Score: 664

*Range: 644–785

662–785

694–785



Number of Tested Students:

175,248

175,516

110,720

107,312

7,838

13,554

Results by Student Group

2010–11 School Year

2009–10 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	198,287	88%	56%	4%	198,085	89%	54%	7%
Female	96,480	91%	60%	5%	97,014	91%	58%	9%
Male	101,807	86%	52%	3%	101,071	87%	50%	5%
American Indian or Alaska Native	934	85%	45%	1%	949	86%	45%	3%
Black or African American	37,703	82%	37%	1%	38,043	81%	34%	2%
Hispanic or Latino	43,305	80%	38%	1%	41,513	81%	35%	2%
Asian or Native Hawaiian/Other Pacific Islander	15,452	91%	68%	7%	15,015	93%	69%	13%
White	99,606	94%	69%	6%	101,819	94%	67%	10%
Multiracial	1,287	92%	63%	5%	746	91%	60%	9%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	166,854	94%	64%	5%	166,100	94%	62%	8%
Students with Disabilities	31,433	59%	15%	0%	31,985	59%	14%	0%
English Proficient	186,356	91%	59%	4%	187,262	91%	57%	7%
Limited English Proficient	11,931	48%	6%	0%	10,823	49%	6%	0%
Economically Disadvantaged	105,650	82%	41%	1%	103,484	82%	38%	3%
Not Disadvantaged	92,637	95%	73%	7%	94,601	95%	71%	11%
Migrant	47	68%	30%	0%	39	46%	18%	3%
Not Migrant	198,240	88%	56%	4%	198,046	89%	54%	7%

NOTE

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Other Assessments

2010–11 School Year

2009–10 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2,741	2,619	2,326	1,846	2,608	2,489	2,147	1,635
New York State English as a Second Language Achievement Test (NYSESLAT) [†] : Grade 6	1,633	N/A	N/A	N/A	2,190	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	1,678	N/A	N/A	N/A	2,211	N/A	N/A	N/A

[†] These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Statewide Results in Grade 6 Mathematics

NY State Public

Percentage scoring at level(s):

2-4

3-4

4

2011 Mean Score: 682

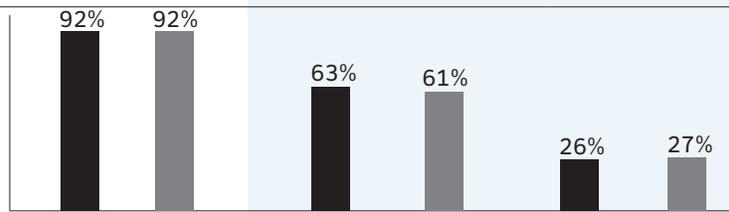
2010 Mean Score: 680

*Range: 640-780

674-780

700-780

100%



■ 2010-11

■ 2009-10

Number of Tested Students:

184,293

184,428

126,268

123,120

52,804

54,470

Results by Student Group

2010-11 School Year

2009-10 School Year

Student Group	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	200,292	92%	63%	26%	200,576	92%	61%	27%
Female	97,411	93%	65%	26%	98,156	93%	62%	28%
Male	102,881	91%	62%	26%	102,420	91%	60%	26%
American Indian or Alaska Native	943	89%	52%	16%	958	90%	53%	19%
Black or African American	37,867	85%	44%	11%	38,373	85%	41%	12%
Hispanic or Latino	44,342	88%	49%	14%	42,633	87%	47%	16%
Asian or Native Hawaiian/Other Pacific Islander	15,974	97%	84%	53%	15,841	97%	82%	52%
White	99,872	96%	73%	33%	102,005	96%	72%	34%
Multiracial	1,294	93%	63%	27%	766	92%	62%	26%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	168,855	96%	70%	30%	168,444	96%	69%	32%
Students with Disabilities	31,437	71%	24%	4%	32,132	70%	22%	4%
English Proficient	186,514	93%	66%	28%	187,461	93%	64%	29%
Limited English Proficient	13,778	73%	28%	6%	13,115	72%	23%	6%
Economically Disadvantaged	107,408	88%	51%	17%	105,603	88%	49%	18%
Not Disadvantaged	92,884	97%	77%	37%	94,973	96%	75%	38%
Migrant	50	84%	50%	10%	42	74%	19%	5%
Not Migrant	200,242	92%	63%	26%	200,534	92%	61%	27%

NOTE

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Other Assessments

2010-11 School Year

2009-10 School Year

Assessment	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2,741	2,697	2,476	1,956	2,611	2,565	2,320	1,728

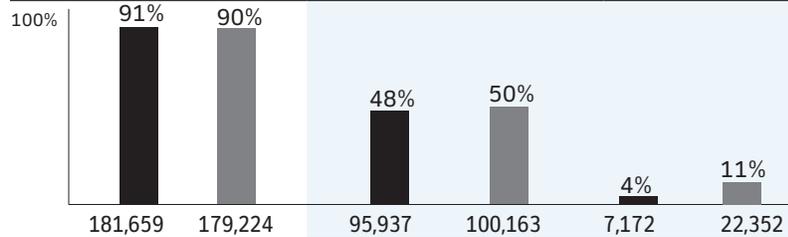
Statewide Results in Grade 7 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
642-790	665-790	698-790

2011 Mean Score: 664
2010 Mean Score: 668



Number of Tested Students:

181,659 179,224 95,937 100,163 7,172 22,352

Results by Student Group

2010-11 School Year

2009-10 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	200,307	91%	48%	4%	200,062	90%	50%	11%
Female	98,071	93%	54%	5%	97,534	92%	56%	14%
Male	102,236	88%	42%	3%	102,528	87%	44%	9%
American Indian or Alaska Native	990	89%	36%	2%	962	84%	35%	4%
Black or African American	37,991	85%	28%	1%	38,346	83%	30%	4%
Hispanic or Latino	42,989	85%	30%	1%	41,171	82%	32%	4%
Asian or Native Hawaiian/Other Pacific Islander	15,545	92%	63%	7%	15,294	93%	65%	20%
White	101,659	95%	61%	5%	103,586	95%	63%	16%
Multiracial	1,133	92%	54%	5%	703	94%	57%	11%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	168,467	95%	55%	4%	168,489	95%	57%	13%
Students with Disabilities	31,840	65%	10%	0%	31,573	63%	12%	1%
English Proficient	189,440	93%	50%	4%	189,681	92%	53%	12%
Limited English Proficient	10,867	52%	3%	0%	10,381	49%	5%	0%
Economically Disadvantaged	104,667	86%	32%	1%	102,458	84%	34%	5%
Not Disadvantaged	95,640	96%	65%	6%	97,604	96%	66%	18%
Migrant	37	59%	19%	0%	42	83%	19%	2%
Not Migrant	200,270	91%	48%	4%	200,020	90%	50%	11%

NOTE

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Other Assessments

2010-11 School Year

2009-10 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2,718	2,688	2,475	2,189	2,425	2,401	2,200	1,912
New York State English as a Second Language Achievement Test (NYSESLAT) [†] : Grade 7	1,697	N/A	N/A	N/A	2,231	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	1,729	N/A	N/A	N/A	2,269	N/A	N/A	N/A

[†] These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Statewide Results in Grade 7 Mathematics

NY State Public

Percentage scoring at level(s):

2–4

3–4

4

2011 Mean Score: 679

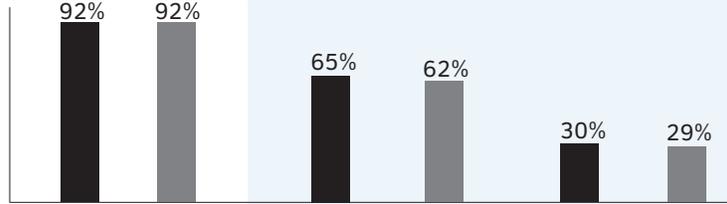
2010 Mean Score: 677

*Range: 639–800

670–800

694–800

100%



■ 2010-11

■ 2009-10

Number of Tested Students:

186,139

185,931

130,706

126,397

61,557

58,997

Results by Student Group

2010-11 School Year

2009-10 School Year

Student Group	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	202,189	92%	65%	30%	202,488	92%	62%	29%
Female	98,979	93%	66%	31%	98,675	93%	64%	30%
Male	103,210	91%	63%	30%	103,813	91%	61%	28%
American Indian or Alaska Native	991	88%	56%	19%	968	89%	49%	17%
Black or African American	38,105	85%	43%	13%	38,582	84%	40%	12%
Hispanic or Latino	44,022	88%	50%	16%	42,186	87%	47%	15%
Asian or Native Hawaiian/Other Pacific Islander	16,122	97%	83%	57%	16,224	96%	82%	55%
White	101,813	96%	76%	39%	103,808	96%	74%	37%
Multiracial	1,136	93%	67%	34%	720	94%	62%	28%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	170,417	96%	72%	35%	170,787	96%	70%	34%
Students with Disabilities	31,772	71%	26%	5%	31,701	70%	23%	5%
English Proficient	189,454	93%	67%	32%	189,809	93%	65%	31%
Limited English Proficient	12,735	71%	26%	7%	12,679	70%	25%	6%
Economically Disadvantaged	106,358	88%	51%	19%	104,507	87%	49%	18%
Not Disadvantaged	95,831	96%	79%	43%	97,981	96%	77%	41%
Migrant	41	80%	34%	7%	46	83%	37%	2%
Not Migrant	202,148	92%	65%	30%	202,442	92%	62%	29%

NOTE

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Other Assessments

2010-11 School Year

2009-10 School Year

Assessment	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2,723	2,560	2,433	1,671	2,407	2,199	2,093	1,392

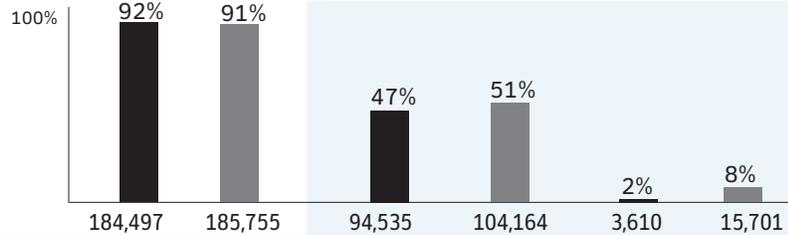
Statewide Results in Grade 8 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
*Range: 628-790	658-790	699-790

2011 Mean Score: 655
2010 Mean Score: 659



Number of Tested Students:

184,497 185,755 94,535 104,164 3,610 15,701

Results by Student Group

2010-11 School Year

2009-10 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	201,371	92%	47%	2%	204,148	91%	51%	8%
Female	98,247	94%	53%	2%	99,420	93%	57%	10%
Male	103,124	89%	41%	1%	104,728	89%	45%	6%
American Indian or Alaska Native	969	87%	31%	1%	935	87%	37%	3%
Black or African American	37,977	87%	28%	0%	38,607	85%	31%	2%
Hispanic or Latino	42,634	86%	29%	0%	41,949	84%	33%	3%
Asian or Native Hawaiian/Other Pacific Islander	16,102	92%	61%	4%	15,661	92%	66%	15%
White	102,675	95%	59%	3%	106,384	96%	63%	11%
Multiracial	1,014	94%	55%	3%	612	94%	57%	11%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	170,193	96%	54%	2%	172,053	95%	58%	9%
Students with Disabilities	31,178	69%	9%	0%	32,095	67%	11%	0%
English Proficient	190,500	94%	49%	2%	193,961	93%	54%	8%
Limited English Proficient	10,871	55%	2%	0%	10,187	49%	4%	0%
Economically Disadvantaged	103,383	87%	32%	1%	102,450	86%	35%	3%
Not Disadvantaged	97,988	96%	63%	3%	101,698	96%	67%	12%
Migrant	39	85%	28%	0%	39	74%	15%	0%
Not Migrant	201,332	92%	47%	2%	204,109	91%	51%	8%

NOTE
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Other Assessments

2010-11 School Year

2009-10 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2,545	2,519	2,340	1,982	2,593	2,561	2,404	2,041
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1,874	N/A	N/A	N/A	2,370	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	1,920	N/A	N/A	N/A	2,420	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Statewide Results in Grade 8 Mathematics

NY State Public

Percentage scoring at level(s):

2-4

3-4

4

2011 Mean Score: 677

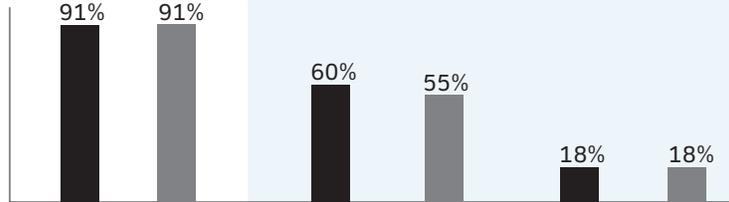
*Range: 639-775

674-775

704-775

2010 Mean Score: 677

100%



■ 2010-11

■ 2009-10

Number of Tested Students:

185,547

187,294

121,751

113,161

35,897

37,693

Results by Student Group

2010-11 School Year

2009-10 School Year

Student Group	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	203,239	91%	60%	18%	206,417	91%	55%	18%
Female	99,139	93%	62%	18%	100,479	92%	58%	20%
Male	104,100	90%	58%	17%	105,938	89%	52%	17%
American Indian or Alaska Native	979	87%	44%	9%	941	88%	40%	9%
Black or African American	38,022	83%	38%	6%	38,675	82%	32%	7%
Hispanic or Latino	43,673	87%	45%	8%	43,033	85%	39%	9%
Asian or Native Hawaiian/Other Pacific Islander	16,717	97%	83%	45%	16,567	97%	80%	44%
White	102,835	95%	70%	21%	106,561	95%	66%	22%
Multiracial	1,013	92%	65%	18%	640	89%	51%	19%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	172,166	95%	67%	21%	174,363	95%	62%	21%
Students with Disabilities	31,073	70%	22%	2%	32,054	68%	17%	2%
English Proficient	190,296	92%	62%	18%	193,828	92%	57%	19%
Limited English Proficient	12,943	75%	30%	6%	12,589	72%	24%	5%
Economically Disadvantaged	105,111	87%	47%	11%	104,436	86%	41%	12%
Not Disadvantaged	98,128	96%	74%	24%	101,981	96%	69%	25%
Migrant	42	88%	52%	2%	43	84%	21%	2%
Not Migrant	203,197	91%	60%	18%	206,374	91%	55%	18%

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

*These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

2010-11 School Year

2009-10 School Year

Assessment	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2,547	2,385	2,261	1,569	2,577	2,360	2,206	1,479

Statewide Results in Grade 8 Science

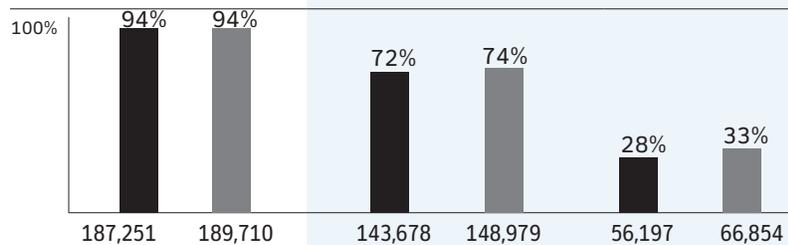
NY State Public

Percentage scoring at level(s):

2–4

3–4

4



Number of Tested Students:

187,251

189,710

143,678

148,979

56,197

66,854

Results by Student Group

2010–11 School Year

2009–10 School Year

Student Group	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	175,068	94%	69%	22%	180,503	93%	71%	28%
Female	84,837	94%	68%	20%	87,277	94%	70%	26%
Male	90,231	93%	70%	24%	93,226	93%	71%	30%
American Indian or Alaska Native	899	91%	61%	12%	874	93%	66%	17%
Black or African American	34,446	87%	47%	6%	35,723	86%	48%	9%
Hispanic or Latino	40,298	89%	51%	9%	40,093	88%	53%	12%
Asian or Native Hawaiian/Other Pacific Islander	14,046	95%	78%	31%	14,013	95%	80%	38%
White	84,531	98%	85%	34%	89,276	98%	86%	41%
Multiracial	848	96%	78%	29%	524	93%	69%	30%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	146,097	96%	75%	26%	150,370	96%	77%	32%
Students with Disabilities	28,971	82%	39%	5%	30,133	81%	41%	7%
English Proficient	162,756	95%	72%	24%	168,417	95%	74%	30%
Limited English Proficient	12,312	72%	23%	2%	12,086	71%	26%	3%
Economically Disadvantaged	97,456	90%	56%	12%	97,892	89%	57%	15%
Not Disadvantaged	77,612	98%	86%	36%	82,611	98%	87%	43%
Migrant	40	88%	63%	10%	38	89%	45%	13%
Not Migrant	175,028	94%	69%	22%	180,465	93%	71%	28%

NOTE

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Other Assessments

2010–11 School Year

2009–10 School Year

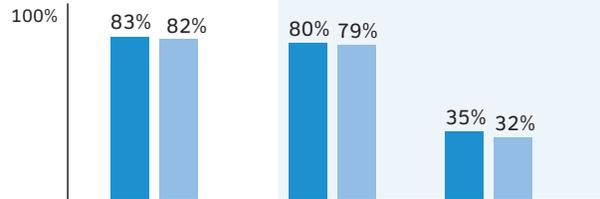
Assessment	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2,542	2,386	2,199	1,931	2,597	2,447	2,247	1,968
Regents Science	23,826	23,420	22,914	17,105	22,037	21,611	21,208	16,332

Statewide Total Cohort* Results in Secondary-Level English after Four Years of Instruction

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2007 Cohort
■ 2006 Cohort

Results by Student Group

	2007 Cohort			2006 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	223,120	83%	80%	35%	224,696	82%	79%	32%
Female	108,556	87%	84%	40%	109,986	86%	83%	38%
Male	114,564	80%	77%	29%	114,710	78%	75%	26%
American Indian or Alaska Native	1,127	72%	69%	21%	1,078	68%	64%	19%
Black or African American	44,022	75%	70%	16%	44,597	72%	67%	14%
Hispanic or Latino	45,379	75%	70%	18%	43,320	72%	68%	15%
Asian or Native Hawaiian/Other Pacific Islander	17,298	90%	88%	48%	16,484	90%	88%	44%
White	114,710	89%	87%	47%	118,743	88%	86%	44%
Multiracial	584	86%	84%	38%	474	84%	81%	34%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	190,226	89%	87%	40%	192,010	88%	86%	37%
Students with Disabilities	32,894	50%	41%	5%	32,686	47%	39%	4%
English Proficient	210,923	85%	82%	37%	213,092	83%	81%	34%
Limited English Proficient	12,197	55%	46%	3%	11,604	53%	46%	3%
Economically Disadvantaged	93,325	79%	75%	20%	88,869	77%	73%	18%
Not Disadvantaged	129,795	86%	84%	45%	135,827	85%	83%	42%
Migrant	45	60%	53%	4%	25	68%	60%	8%
Not Migrant	223,075	83%	80%	35%	224,671	82%	79%	32%

NOTE

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* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

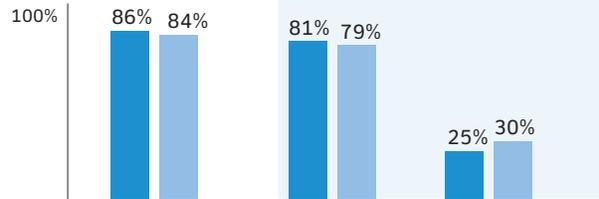
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

Statewide Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2007 Cohort
■ 2006 Cohort

Results by Student Group

	2007 Cohort			2006 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	223,120	86%	81%	25%	224,696	84%	79%	30%
Female	108,556	88%	84%	26%	109,986	87%	82%	31%
Male	114,564	83%	78%	23%	114,710	82%	76%	28%
American Indian or Alaska Native	1,127	77%	70%	10%	1,078	74%	67%	17%
Black or African American	44,022	77%	68%	6%	44,597	75%	64%	8%
Hispanic or Latino	45,379	78%	70%	8%	43,320	75%	67%	11%
Asian or Native Hawaiian/Other Pacific Islander	17,298	93%	91%	48%	16,484	93%	91%	54%
White	114,710	91%	88%	35%	118,743	90%	87%	41%
Multiracial	584	87%	81%	29%	474	83%	79%	29%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	190,226	92%	88%	28%	192,010	90%	86%	34%
Students with Disabilities	32,894	52%	40%	3%	32,686	50%	39%	4%
English Proficient	210,923	87%	82%	26%	213,092	85%	80%	31%
Limited English Proficient	12,197	69%	58%	7%	11,604	66%	55%	8%
Economically Disadvantaged	93,325	83%	75%	12%	88,869	81%	72%	16%
Not Disadvantaged	129,795	88%	85%	33%	135,827	87%	83%	39%
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